

# NOTICE OF MEETING

There will be a meeting of the Senate Governance Committee

on **Tuesday, January 19, 2016 at 1:00pm-2:30pm**

**Room 209/211 Assumption Hall**

## A G E N D A

- 1 Approval of Agenda
  - 1.1 Unstarring agenda items
- 2 Approval of the minutes of the meeting of November 17, 2015. SGCm151117
- 3 Business arising from the minutes
- 4 Outstanding Business/Action Items
  - 4.1 Review Committee on Employment Equity (RCEE) Annual Report **Kaye Johnson**–Information  
SGCa160119-4.1
  - 4.2 Report from the Working Group on the University’s Equity Structures **Douglas Kneale**-Approval  
SGCa160119-4.2
  - 4.3 Folding Industrial and Manufacturing Systems Engineering into Mechanical, Automotive and Materials Engineering **Douglas Kneale**-Approval  
SGCa160119-4.3
  - \*4.4 Academic Professional Eligibility List – Criteria for Approving Names **Alan Wildeman**-Approval  
SGCa160119-4.4
  - 4.5 Convocation 2016 – Honorary Degrees (In-camera) **Alan Wildeman**-Approval
- 5 Bylaw Business
- 6 Question Period/Other Business
- 7 Adjournment

Please carefully review the ‘starred’ (\*) agenda items. As per the June 3, 2004 Senate resolution, ‘starred’ items will not be discussed during a scheduled meeting unless a member specifically requests that a ‘starred’ agenda item be ‘unstarred’, and therefore open for discussion/debate. This can be done any time before (by forwarding the request to the secretary) or during the meeting. By the end of the meeting, agenda items which remain ‘starred’ (\*) will be deemed approved or received.

**University of Windsor  
Senate Governance Committee**

4.1 **Review Committee on Employment Equity (RCEE) Annual Report and  
Recommendations**

Item for: **Information**

Forwarded by: **RCEE**

*\*See attached*

# Draft Report of the Review Committee on Employment Equity (RCEE) September 2015

## 1 BACKGROUND

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The RCEE was formed in 1987. The committee's terms of reference (ToR) are as contained in Article 30 of the WUFA Collective Agreement. Specifically:

- 30:04 The Review Committee provided for in clause 30:03 shall be responsible for:
- (i) identifying where there is a serious under-representation of members of the designated groups in any AAU and/or Library;
  - (ii) recommending reasonable goals and timetables for hiring by any AAU and/or Library where serious under-representation of members of the designated groups exists;
  - (iii) reviewing action taken within the University to achieve the hiring goals recommended under (ii).

The RCEE was reconvened in 2011, after 3 years of inactivity. Each year since, there has been a change of one or two members, due to retirement or changing roles and obligations of individuals.

The primary focus in 2011-2012 involved the 2011 workforce data and the University's 2011 Annual Employment Equity Report. RCEE assisted the Office of Human Rights, Equity and Accessibility (OHREA) in identifying some of the information to be included, and reviewed the data. Another major item was the issue of Employment Equity/Procedural Assessors (EAs); specifically, recruiting EAs and recognition of service. Discussion included the intention of the Provost to involve Deans in the recruiting process.

The main items in 2012-2013 were revising the committee membership, and revisiting the RCEE Terms of Reference. The committee determined ways in which the requirements contained within the Collective Agreement could be addressed by RCEE, in light of the present-day existence of the Equity and Human Rights Manager position within OHREA.

In 2013-2014, the major challenge that the committee faced was obtaining reliable data on the University's workforce. The issue was sufficiently problematic that RCEE suspended regular meetings until the concern could be addressed. The matter of the workforce data was resolved in June 2014, which enabled the RCEE to resume meeting.

In the spring of 2015, the new Employment Equity and Human Rights (EEHR) Manager started in OHREA. The EEHR Manager has been invaluable for providing RCEE with a variety of workforce data and obtaining information as requested.

## 2 ACTIVITIES AND KEY ISSUES FOR 2014-2015

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The RCEE activities and key issues centered around 4 main areas. Firstly, the committee focused on *data*; specifically, acquiring and analyzing the data. Secondly, the committee explored possibilities for *enhancing equity* both campus wide and throughout the various AAUs. Next, RCEE examined options for *enhancing the equity infrastructure* of the University. Lastly, RCEE discussed several issues which, although not part of their mandate, were considered to have an influence on the equity profile of the University community and ultimately on recruiting/attraction and hiring. The 7 *next steps* and 3 recommendations in section 4 of this report are organized according to these categories. Those same *next steps* and recommendations are presented throughout this section within the context of the related discussion points, indicating the corresponding “NS/R” item number in section 4.

The following were agenda items addressed in committee meetings:

- 1) Terms of Reference as contained in WUFA CA, article 30
- 2) Review 2013 EE Data on Faculty Members
- 3) Role of Employment Equity and Human Rights Manager in EE and RCEE Related Activities
- 4) 1988 Four Points Plan
- 5) Review Past RCEE Reports
- 6) Determine Required EE Data on Faculty Members
- 7) The Employment Equity Act
- 8) Changes to the Federal Contractors Program and Implications
- 9) Discipline-Specific Availability Pool Data
- 10) Equity Assessor Service Incentives
- 11) New Faculty Hires
- 12) Proposed Job Ad Statement re EE Commitment

RCEE discussed the changes to the Federal Contractors Program (FCP) that resulted in most universities and colleges, including the University of Windsor, no longer being a signatory. It was noted that institutions are encouraged to remain FCP-ready in order to be prepared to apply for certain grants and funding opportunities. The University has affirmed its ongoing commitment to maintaining a strong Employment and Educational Equity Program.

The RCEE engaged in further discussions regarding the committee’s terms of reference (ToR) as outlined in Article 30 of the Collective Agreement, and the parameters of its mandate. In addition, the committee considered the mandate of the Employment Equity and Human Rights (EEHR) Manager, and the opportunities to function synergistically.

The University of Windsor, along with several other universities across Ontario, will be acquiring the Diversity & Equity Assessment Planning (DEAP) tool developed by Queen’s University. This employment equity tool is designed to assist units to: understand their demographic profile, assess inclusivity, use the Diversity Score Card assessment template, support requests for resources, and develop an action plan and timeline (source: <http://www.queensu.ca/equity/educational-equity/deap>). Units will be able to

work with the EEHR Manager to develop, work towards, and regularly assess goals and timelines, which will also facilitate the activities of RCEE. The DEAP tool is expected to be in place by summer 2016.

The EEHR Manager was able to provide the RCEE with workforce data regarding tenured and tenure-track faculty. The committee has ascertained that further disaggregating the university's data would be beneficial in detecting particular patterns or areas of concern. To inform RCEE's 2015/2016 activities, the following will be acquired from OHREA:

UWindsor data disaggregated by sex within other designations to identify women's representation within the other designated groups. (See NS/R 1a.)

UWindsor data disaggregated by race to identify specific racial groups that may be absent within AAUs. (See NS/R 1b.)

RCEE reviewed updated data on tenured/tenure-track faculty and librarians, including progression charts of the four federally designated employment equity groups. This enabled the committee to obtain a general picture of progress over the years, and identify areas requiring attention. The committee explored the merits of acquiring discipline-specific data on the availability pool, and will pursue the options. The benefit would be the ability of the various units to determine more realistic objectives based on availability pools that are more particular to their areas. It is anticipated that there will be some gaps in availability, however, the resulting figures are expected to provide a better frame of reference for the development of unit goals and timetables. To inform RCEE's 2015/2016 activities, the following will be acquired from OHREA:

Discipline-specific data pertaining to various AAUs on the available external applicant pool, and that the units use the information in recruitment and hiring. (See NS/R 1c.)

To assist units in working towards equity goals:

RCEE to follow up with OHREA regarding progress in providing assistance to units in developing and monitoring equity goals and timetables. (See NS/R 2a.)

The University's employment equity expertise (e.g., OHREA, HR, Office of the Provost) be made available to AAUs in working to meet their goals, particularly units recruiting from a small availability pool. (See NS/R 2b.)

In reviewing the University's employment equity workforce data for tenured/tenure-track professors and librarians, RCEE noted that the designated group Aboriginal Peoples was absent or significantly under-represented in most units. It was proposed that past programs, in particular the Academic Career Awards, be reviewed as possible resources to address this gap. This item was discussed with the University President, who was supportive of exploring options for addressing the issue.

**It was recommended that** the University administration explore specific initiatives such as the Academic Career Award to address extreme under-representation, for example as found with Aboriginal faculty members and librarians. (See NS/R 1 Items Actioned.)

RCEE reviewed the four point Positive Action Plan that was adopted by Senate in 1988, as it is contained in Article 30 of the Collective Agreement and past RCEE reports. The committee recognized the historical significance and its points in subsequent discussion. It was noted that the adoption of

Employment Equity Assessors and the establishment of the Presidential Commission on Employment Equity (PCEE) emanated from these efforts.

As identified in the Coulter Report, an ongoing issue has been the feasibility of incentives for the Employment Equity/Procedures Assessors (Equity Assessors). RCEE discussed past and more current suggestions. Sustainability has been a major point of consideration. Another concern is the possibility that expectations for compensation for service may undermine the fundamental principle of service. Any solutions must ensure that new volunteers serve for the same reason that long-standing Equity Assessors have served—a commitment to advancing equity at all levels throughout the University. Although concerns with provision of EAs is outside the mandate of RCEE, the recognition of the work of EAs contributes to enhancing the equity profile of the University community and hiring practices. We therefore suggest that:

The University explore the creation of a celebration of Service Excellence Awards for academic employees. The awards would be celebrated and awarded similar to the Research Excellence Awards and the Teaching Excellence Awards. This would send a message that Service is also a valued aspect of the academic career. Equity Assessors would be one of the categories recognized. Other areas might be community service, community partnerships, service within the AAU, and service external to the AAU. (See NS/R 1 Outside Mandate.)

There has been much discussion on campus regarding PCEE's role in employment equity. RCEE explored the perspective that some have raised, suggesting that PCEE should be involved in the equity aspect of hiring earlier in the process. The objective is to identify possible issues before appointments/search committees proceed with a practice that presents a problem in regards to equity. The earlier involvement of PCEE should not have an impact on the timeliness of the present process, as PCEE typically meets on a weekly basis. *Next steps* to enhancing the equity infrastructure at the University of Windsor include the following:

PCEE return to the practice of reviewing and approving:

- a. job advertisements (See NS/R 3 Items Actioned); and
- b. the pre (or short listing) and post (post-interview) grids prior to use by appointments committees. Once committee approval has been granted, if no changes have been made, a grid that has been approved would merely be filed with PCEE, and not require further review. (See NS/R 5.)

An issue raised in the spring was that some appointments committees have struggled with the manner in which equity could be included in the grid or if it should be included. The committee agreed that the commitment to equity was intended to be both considered and weighted, as reflected in the University of Windsor General Employment Grid and the Guidelines. The question then centered around the job advertisements, and if a specific requirement would need to be added. RCEE drafted a sentence that would be added to the University's equity statements in all ads. The suggestion was made to the Administration, and the response was favourable.

**RCEE recommends** inclusion of a sentence in all job ads stating the expectation of candidates to have a level of proficiency and/or commitment to equity in their practice. Such proficiency and/or commitment will be considered and weighted in all grids. (See NS/R 3c.)

Although the specific wording will need to be determined, the working sentence is underlined in the text below:

The University of Windsor is a welcoming community that is committed to equity and supports diversity in its teaching, learning, and work environments. In pursuit of the University's Employment Equity Plan, members from the designated groups (women, Aboriginal peoples, visible minorities, persons with disabilities, and members of sexual/gender identity minorities) are encouraged to apply and to self-identify. All candidates are expected to articulate the manner in which equity is taken into consideration in their teaching, service, and research.

For accessibility related accommodation, please notify the Employment Coordinator (staff positions) or the Faculty Recruitment Coordinator (faculty-related positions). More general information on the University's accessibility policy can be found on the Office of Human Rights, Equity & Accessibility website.

All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority.

RCEE has focused its attention on equity in hiring, as is its mandate. However, it was recognized that retention and advancement contribute toward under-representation of designated groups, and consequently influence hiring needs and possibly the ability to attract candidates from these groups. For example, RCEE noted a gap in the representation of women at the full professor rank. Additional data are required to assess whether this is an historical phenomenon or potentially the result of barriers to promotion. RCEE suggests further exploration of the following two items:

The Office of the Provost analyze University of Windsor data on time to promotion for designated groups. (See NS/R 2 Outside Mandate.)

University of Windsor administration and WUFA collaborate on exploring strategies to maximize retention and advancement of faculty and librarians who are members of designated groups (See NS/R 3 Outside Mandate).

RCEE noted that most units would benefit from a better knowledge of equity requirements. In addition, the Employment and Educational Equity Program should support the ongoing examination and sharing of best practices. As a *next step* for enhancing the equity infrastructure with respect to hiring:

The University establish procedures to provide on-going equity training for members of hiring committees. (See NS/R 2 Items Actioned.)

RCEE identified the 50 new faculty hires as a unique opportunity to advance employment equity at the University. This was brought to the attention of WUFA's Status of Women, Diversity and Equity Action Committee (SWDEAC) and the Administration, as the committee recognized that the timeline for the hiring would begin before the submission of the RCEE report with relevant recommendations.

**RCEE recommends** that equity goals of units be included in applications for new positions. Additional weight be given to applications that include a strategy for improving an AAU's current equity profile. (See NS/R 3b.)

### 3 DATA

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RCEE has been focusing on data of the faculty representation of designated groups over the years. At this time, the focus is on tenured/tenure-track professors and librarians. Once the University's 2013 Workforce Census Report is released, the committee will examine the available progression data for other faculty related groups (i.e., LTA, AAS, Sessional Lecturers, and Sessional Instructors).

The Overview and charts in this section were created for RCEE by the EEHR Manager. RCEE has reviewed unit-specific data, and individual AAUs will be provided with such data, however, the AAU data will not be released to the wider University community. This is necessary due to the small numbers, which would present privacy and confidentiality concerns. The LGBTI data for individual faculties is similarly not released. In addition, because the designated group sexual/gender minorities is not one of the four groups designated by the Employment Equity Act, the government does not generate the external workforce data required to determine the availability pool.

#### **OVERVIEW**

The following charts provide information on the University of Windsor's internal representation within the academic ranks of: Assistant Professors, Associate Professors, Full Professors and Librarians. (NB: Assistant and Associate Deans and Deans are not included in these data.)

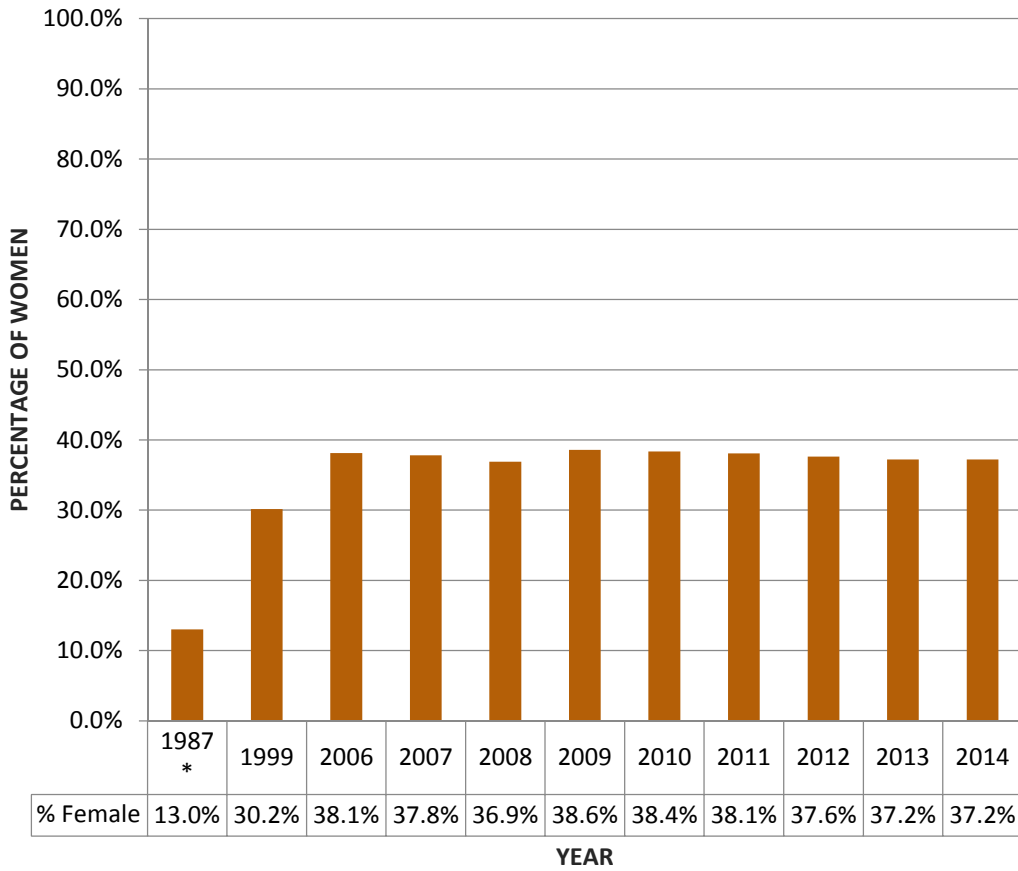
These data include information from the University of Windsor's Employment Equity Census 2006, as well as updated information from the University of Windsor's Employment Equity Census 2013. The 2013 data are provided here in preliminary form for the purpose of the work of the Review Committee on Employment Equity (RCEE), and have not yet been released to the general University community. A public version of the 2013 data will be available in the 2013 Workforce Census Report.

The external data information for Women, Aboriginal Peoples and Visible Minorities are from Statistic Canada's 2006 National Census and 2011 National Household Survey. The external information for Persons with Disabilities is from the 2006 Participation and Activity Limitation Survey (PALS) and from Statistics Canada's Canadian Survey on Disability (CSD) (2012).

The University recognizes sexual/gender minorities as a fifth designated group. However, there are no available external data for comparison purposes.

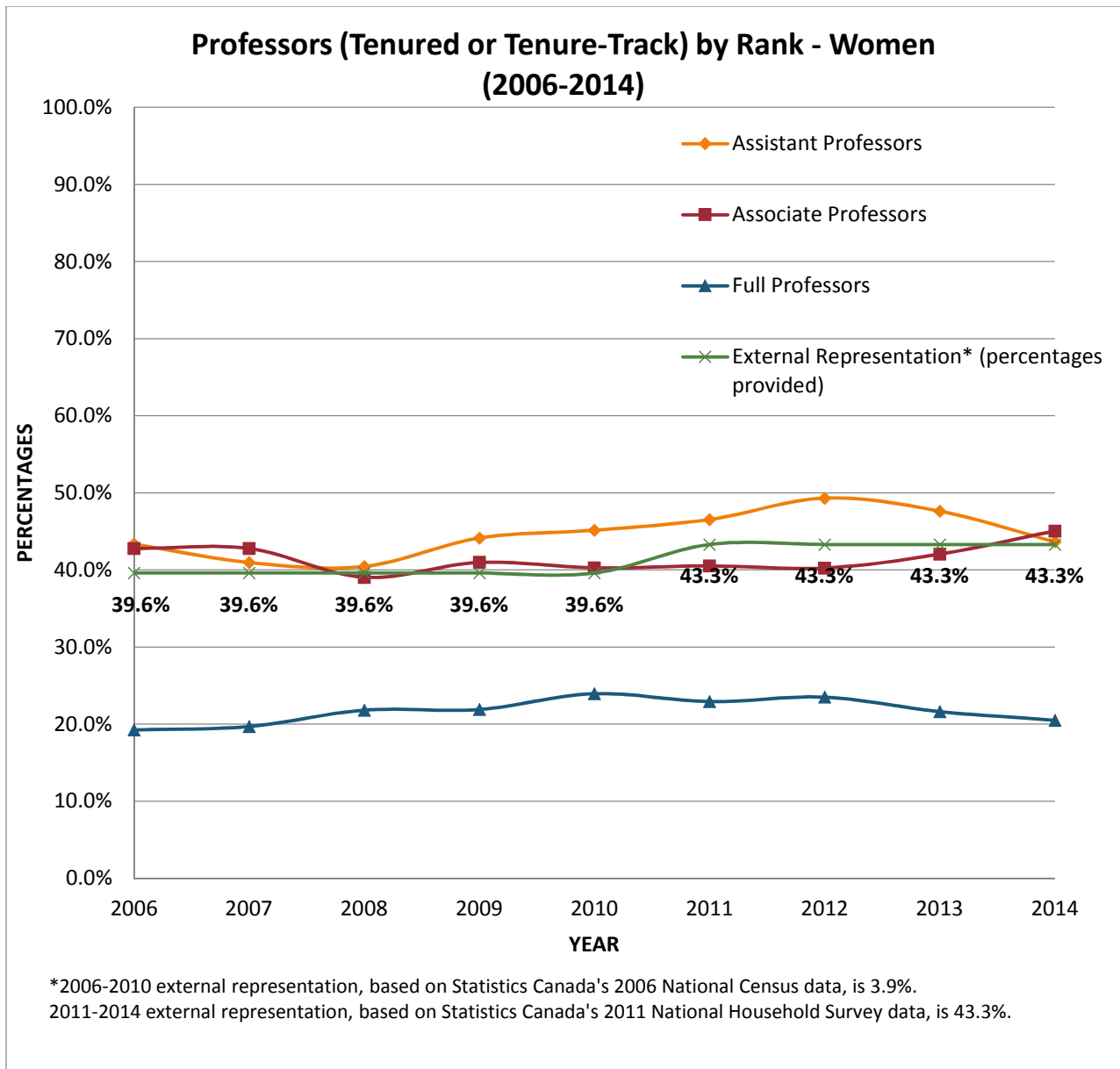


**Professors & Librarians (internal representation) - Women  
1987, 1999, 2006-2014**

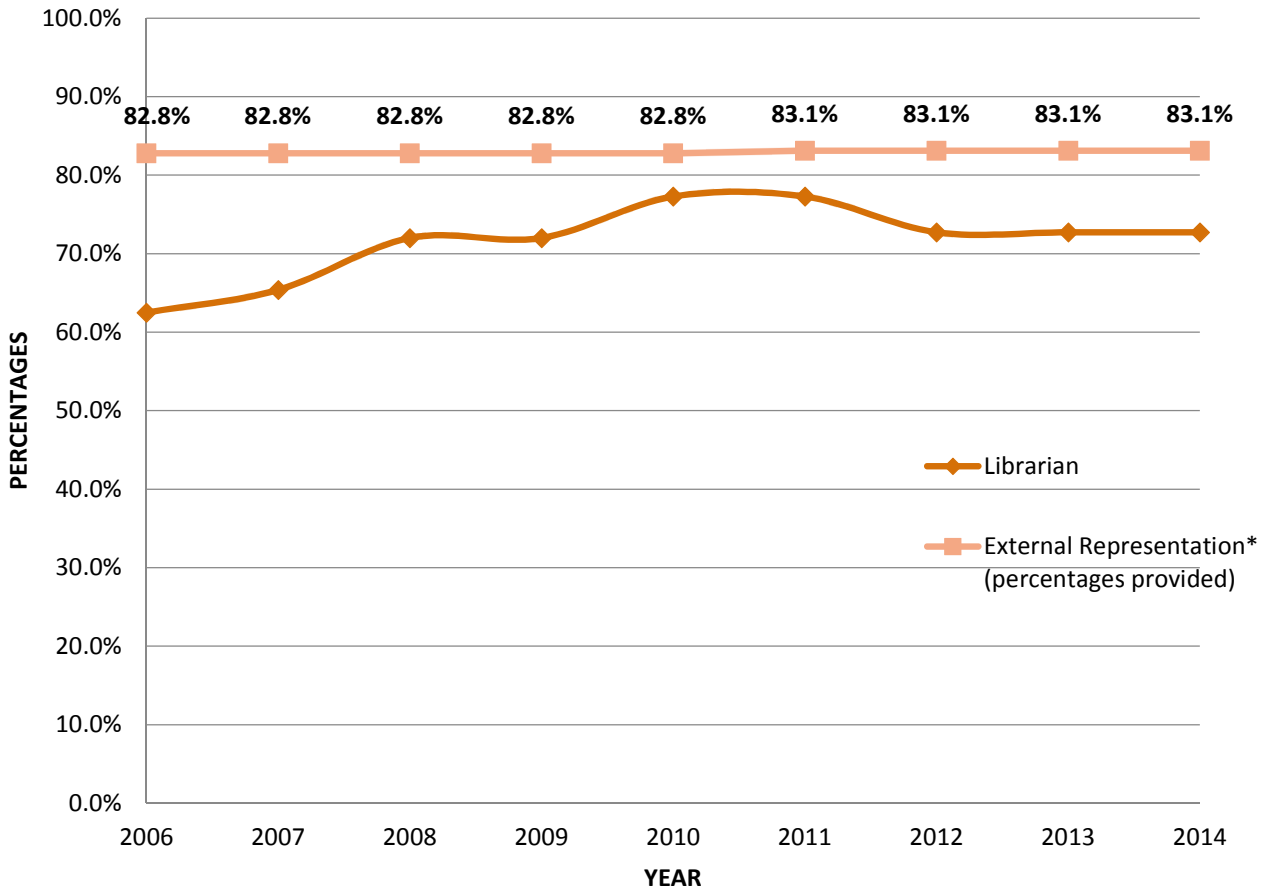


(\*1987 does not include Librarians)

**DESIGNATED GROUP – WOMEN**



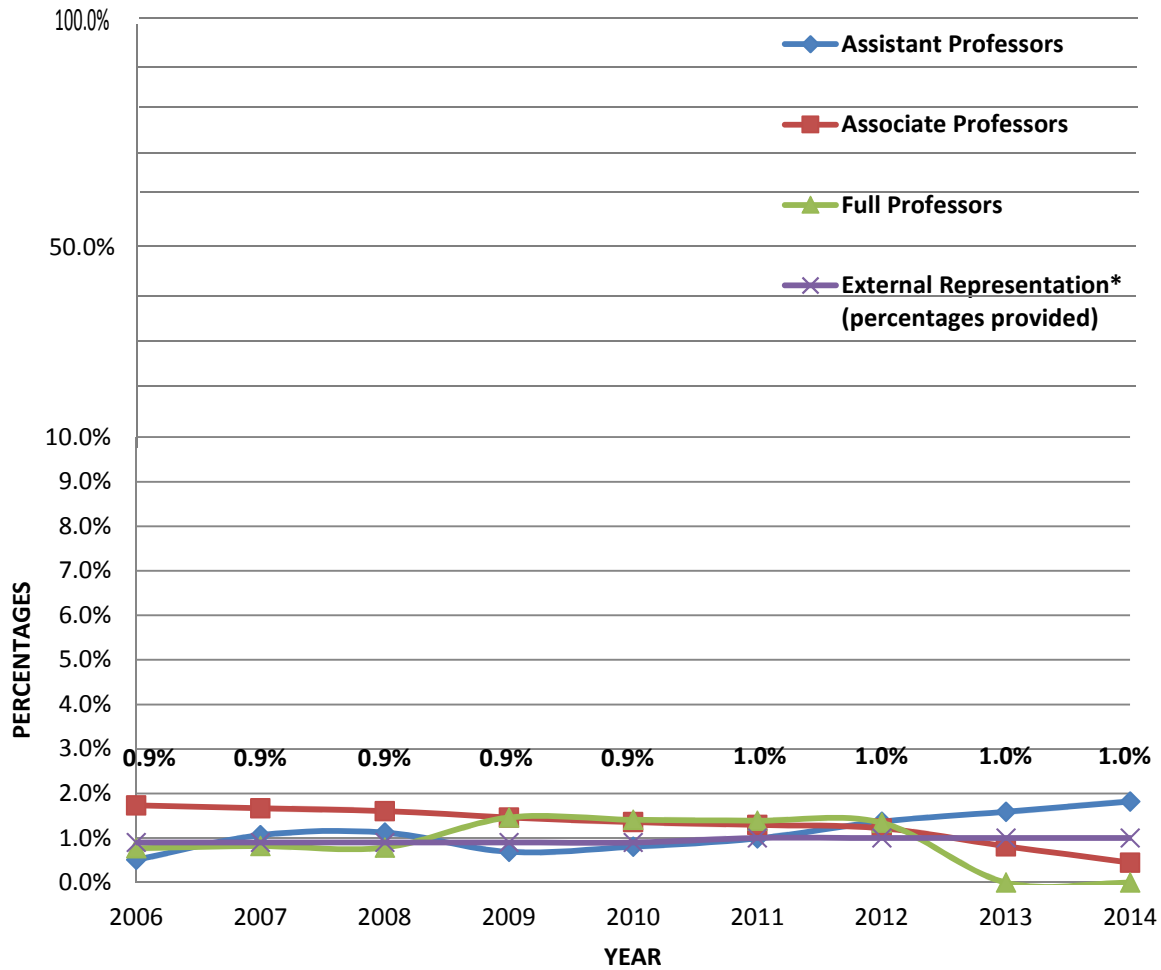
### Librarians - Women (2006-2014)



\*2006-2010 external representation, based on Statistics Canada's 2006 National Census data, is 82.8%.  
 2011-2014 external representation, based on Statistics Canada's 2011 National Household Survey data, is 83.1%.

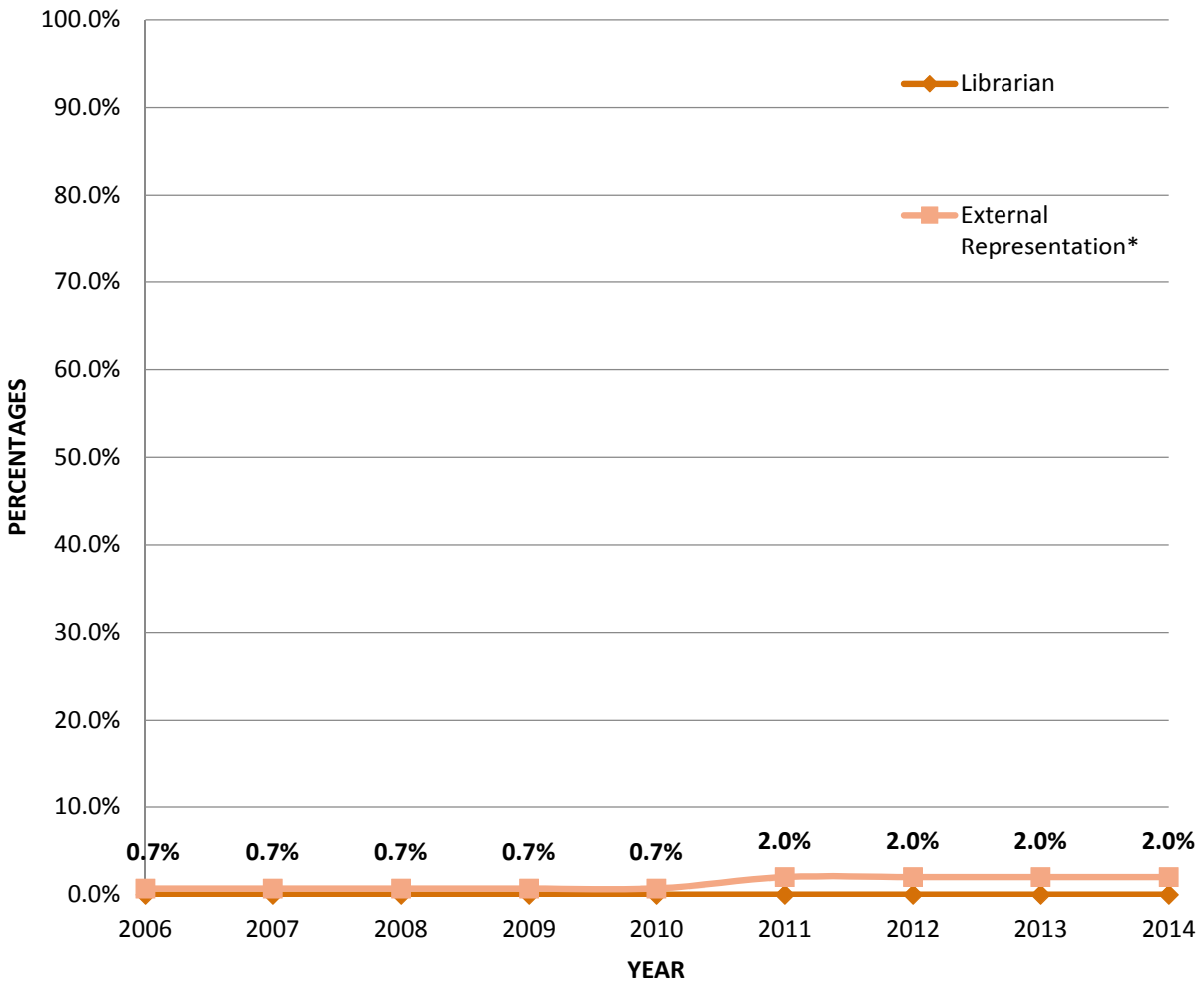
**DESIGNATED GROUP – ABORIGINAL PEOPLES**

**Professors (Tenured or Tenure-Track) by Rank - Aboriginal Peoples  
(2006-2014)**



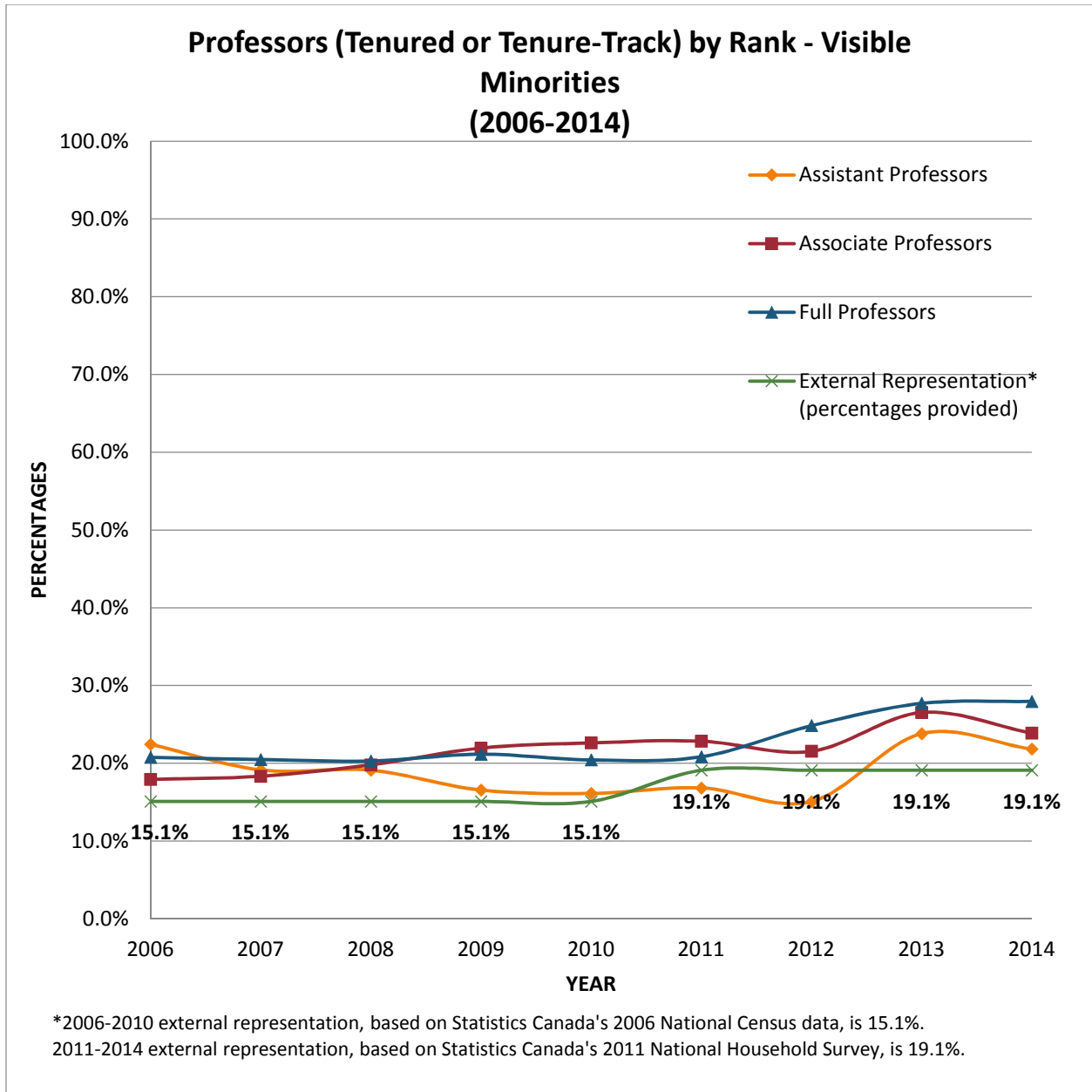
\*2006-2010 external representation, based on Statistics Canada's 2006 National Census data, is 0.9%.  
2011-2014 external representation, based on Statistics Canada's 2011 National Household Survey data, is 1.0%.

### Librarians - Aboriginal Peoples 2006-2014

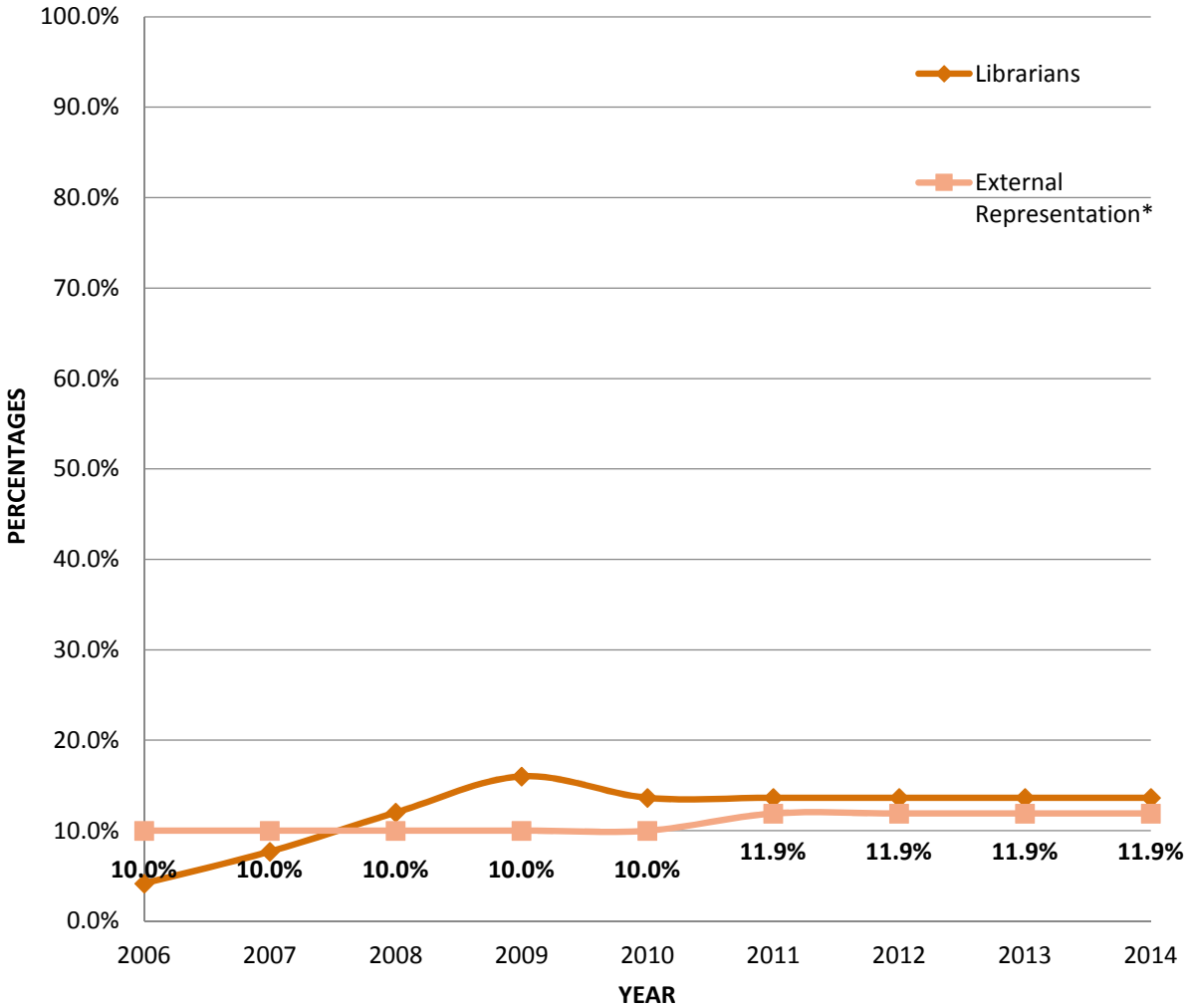


\*2006-2010 external representation, based on Statistics Canada's 2006 National Census data is 0.7%.  
2011-2014 external representation, based on Statistics Canada's 2011 National Household Survey data, is 2.0%.

**DESIGNATED GROUP – VISIBLE MINORITIES**

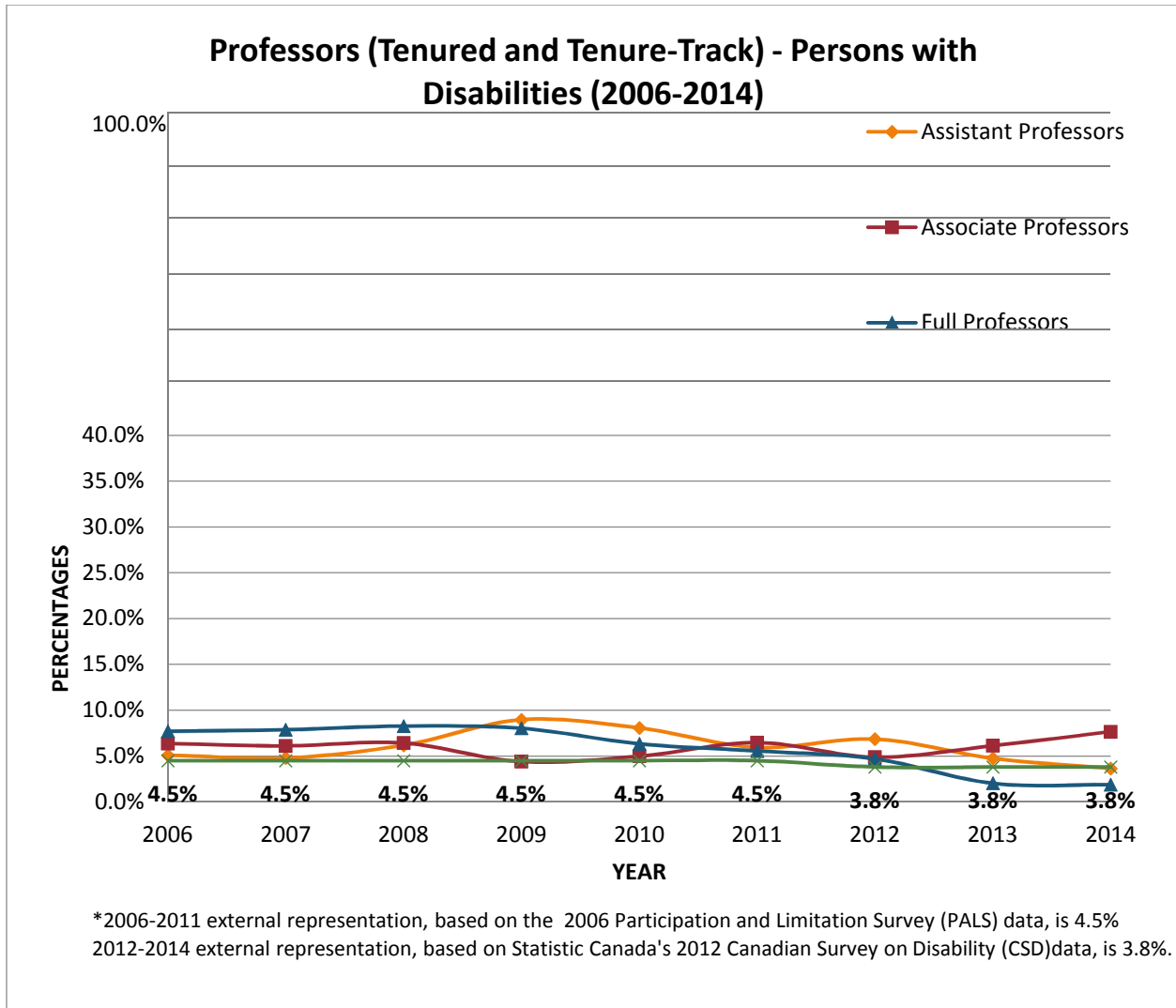


### Librarians - Visible Minorities (2006-2014)



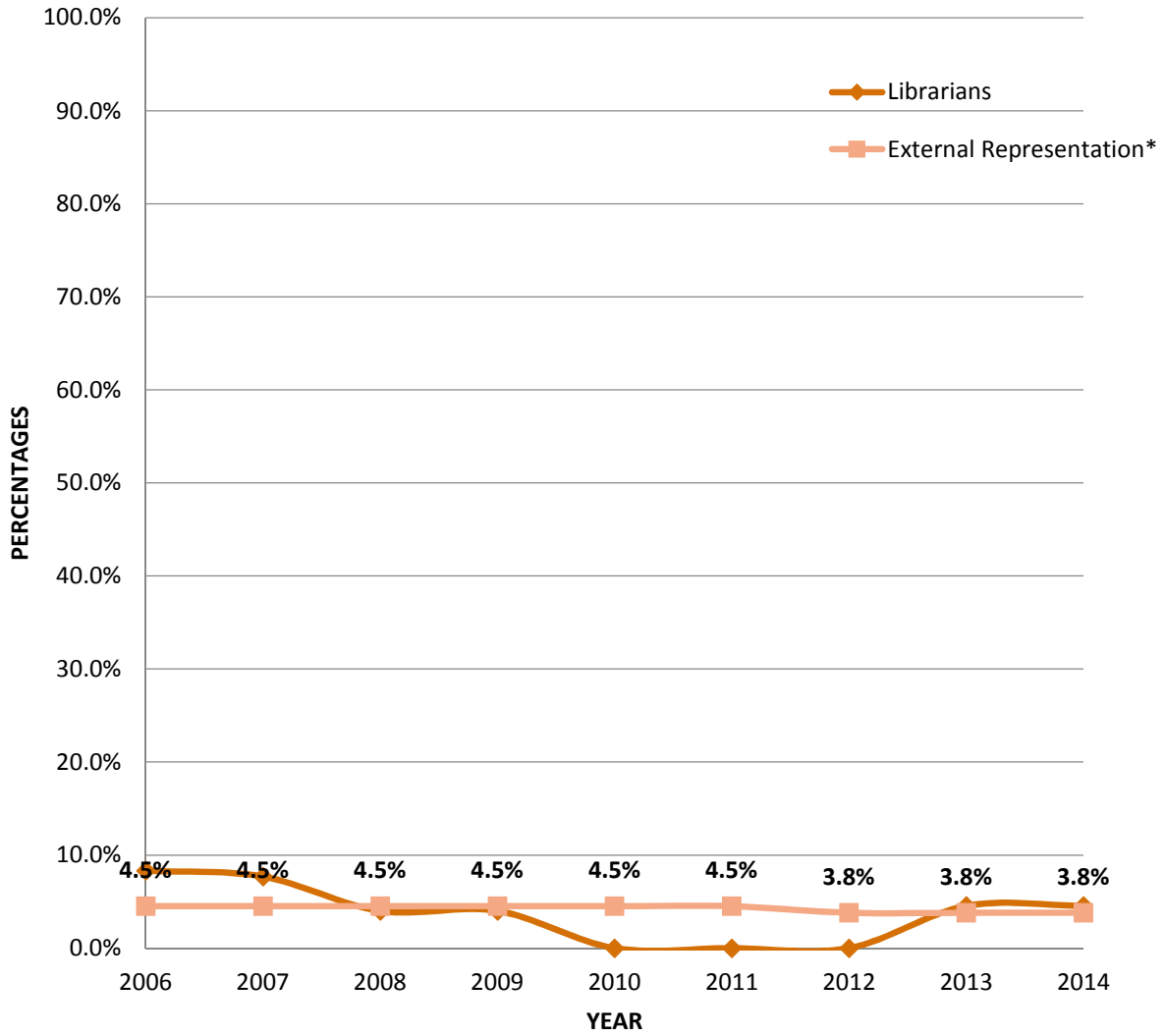
\*2006-2010 external representation, based on Statistics Canada's 2006 National Census data, is 10.0%.  
 2011-2014 external representation, based on Statistics Canada's 2011 National Household Survey data, is 11.9%

**DESIGNATED GROUPS – PERSONS WITH DISABILITIES**





## Librarians - Persons with Disabilities



\*2006-2011 external representation, based on the 2006 Participation and Limitation Survey (PALS) data, is 4.5%.  
 2012-2014 external representation, based on Statistic Canada's 2012 Canadian Survey on Disability (CSD) data, is 3.8%.

## 4 SUMMARY OF *NEXT STEPS* AND RECOMMENDATIONS

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This section of the RCEE Report includes *next steps* and recommendations towards enhancing equity on campus. Several of these have been put forward at various times in the year to the Administration and/or to WUFA through SWDEAC (the Status of Women, Diversity and Equity Action Committee), and are included here as part of the reporting. The *next steps* and recommendations are organized within 5 categories: Data, Enhancing Equity, Enhancing the Equity Infrastructure, Equity Items Actioned at Time of Report, and Equity Items Outside Our Mandate. Next steps are included for information purposes.

### Data

- 1) The following *next steps* are intended to inform RCEE's 2015/2016 activities, and will need to be acquired from OHREA:
  - a. University of Windsor workforce data disaggregated by sex to identify women within the other designated groups;
  - b. University of Windsor data disaggregated by race to identify specific racial groups that may be absent within units; and
  - c. Discipline-specific data on the external available applicant pool to each AAU, for use in the hiring process.

### Enhancing Equity

- 2) The following *next steps* are intended to assist units in working towards equity goals:
  - a. RCEE to follow up with OHREA regarding progress in providing assistance to units in developing and monitoring equity goals and timetables; and
  - b. The University's employment equity expertise (e.g., OHREA, HR, Office of the Provost) be made available to AAUs in working to meet their goals, particularly units recruiting from a small availability pool.
- 3) The following are recommendations for enhancing equity at the University. **We recommend:**
  - a. Equity goals of units be included in applications for new positions. Additional weight be given to applications that include a strategy for improving an AAU's current equity profile; and
  - b. Inclusion of a sentence in all job ads stating the expectation of candidates to have a level of proficiency and/or commitment to equity in their practice. Such proficiency and/or commitment would be considered and weighted in all grids.

### Enhancing the Equity Infrastructure

The following are *next steps* to enhancing the equity infrastructure at the University of Windsor:

- 4) PCEE return to the practice of reviewing and approving pre (or short listing) and post (post-interview) grids prior to use by appointments committees. Once committee approval has been granted, if no changes have been made, a grid that has been approved would merely be filed with PCEE, and not require further review.

### **Equity Items Actioned at time of Report**

The following items were recommendations that had gone forward prior to the report, and have been, or are in the process of being actioned via the Administration and/or WUFA. They are included here for reporting purposes.

- 1) The University administration explore specific initiatives such as the Academic Career Award to address extreme under-representation, particularly as found with Aboriginal faculty members and librarians;
- 2) The University establish procedures to provide on-going equity training for all members of hiring committees; and
- 3) PCEE return to the practice of reviewing and approving job advertisements

### **Equity Items Outside RCEE Mandate**

The following items deal with issues outside RCEE's mandate, but have an impact on enhancing the equity profile of the University community and its hiring practices. As such, the following are suggested for further exploration:

- 1) The University explore creating celebration of Service Excellence Awards for academic employees. Equity Assessors would be one of the required categories to be recognized, with a minimum of one award. Other service awards may include: community service, community-university partnerships, University service, AAU service.
- 2) The Office of the Provost analyze the University data on time to promotion for designated groups as this is a potential factor contributing to under-representation at specific career stages.
- 3) University of Windsor administration and WUFA collaborate on exploring strategies to maximize retention and advancement of faculty and librarians who are members of designated groups.

RCEE welcomes the University's adoption of the Diversity & Equity Assessment Planning (DEAP) tool. It is anticipated that this employment equity tool will facilitate the development of unit-specific goals and timetables. This will enable the University to monitor and support progress in both representation and inclusivity.

RCEE recognizes the potential the 50 new faculty hires provide over these next three years for the University of Windsor. This is a unique and timely opportunity to develop the composition of the current professoriate into one more aligned with our diverse community and the University's "diverse and international character" (UWindsor 2.0 vision). Adopting equity as a foundational criterion for these 50 hires, and other new hires, will ensure that all departments on campus are working together towards President Wildeman's UWindsor 2.0 vision and his assertion that "I truly believe that we have the potential to be a university of exceptional distinction."

This is an opportunity for the University to renew its commitment to employment equity and to enhance equity practices and procedures. RCEE is optimistic that meaningful progress can be achieved and partnerships with units strengthened as equity continues to evolve across campus.

RCEE Committee Members:

Kaye Johnson  
Eleanor Maticka-Tyndale  
Victoria Paraschak  
Karen Pillon

**University of Windsor  
Senate Governance Committee**

**4.2: Report from the Working Group on the University's Equity Structures**

**Item for: Approval**

**Forwarded by: The Working Group on the University's Equity Structures**

**MOTION: That the training model proposed by the Working Group on the University's Equity Structures be approved.**

*\*See attached*

## **Introduction**

In late spring of 2015, the Senate Governance Committee (SGC) established a Working Group on the University's Equity Structures, mandated with conducting an in-depth review of the University's equity structures.

The Working Group consisted of the following membership:

- Douglas Kneale, Provost and Vice-President Academic (Chair)
- Bruce Tucker, Associate Vice-President, Academic
- Kaye Johnson, Director, Office of Human Rights, Equity & Accessibility (OHREA)
- Katherine Quinsey, Faculty, English Department
- Darren Stanley, Faculty, Education
- Daniella Beaulieu, Manager, Employment Equity and Human Rights
- Shuzhen Zhao, Librarian, Leddy Library (Equity Assessor)
- Gerri Pacecca, Faculty Recruitment Coordinator (Administrative Support)

In particular the group was tasked with reviewing:

1. The equity assessor model
2. The President's Committee on Employment Equity (PCEE) model
3. Training requirements for appointments and Renewal, Tenure and Promotion (RTP) committees.

The working group was also tasked with providing the SGC with a final report and recommendation(s).

Before taking on an in-depth review of the University's equity structures, the working group established an agreed upon framework for its analysis, taking into account the following considerations:

- The current difficulty in recruiting a sufficient number of Equity Assessors.
- Varied knowledge, experience and training of current Equity Assessors.
- Models of equity (EA/PA, PCEE) that were put in place decades ago in response to the need for fairness in recruiting practices.
- Ideas of equity and fairness that have developed over the course of these decades in response to the University's changing environment.
- The need for a renewed commitment and understanding to the principles of equity in which diversity and inclusion are fundamental.
- The need for training and education aimed at transforming thinking and practices.

## **Review of Equity Structures**

The working group undertook to review the following equity structures:

1. Equity Assessor (EA) model
2. President's Committee on Employment Equity (PCEE) model.

This included reviewing relevant articles from the WUFA collective agreement and relevant Senate by-laws.

While the working group acknowledged that the EA and PCEE models were put in place more than two decades ago, the working group also recognized that the collective agreement and Senate bylaws require adherence to existing models and practices. Therefore, the working group decided to focus on how best to enhance existing models.

## Recommendations

In order to enhance the EA and PCEE models, it was agreed that a more systematic approach to equity practices, and in particular training, is required. Members agreed that:

1. A wider cross-section of individuals should be trained and training should take into account varying roles and responsibilities of those serving on appointments and RTP committees.
2. A more consistent approach to training of these individuals is needed.
3. Refresher training for Equity Assessors, Deans, Dean's representative and Heads/Committee Chairs should take place every three (3) years.
4. Refresher training for all others involved in Appointments/RTP committees should take place every five (5) years.

The working group recommends the following training model to enhance the University's current equity structures:

### Level 1 – Basic online training

- Available to the entire University community.
- Required for all members and administrative support staff that will participate on appointments and/or RTP committees and Equity Assessors.
- Training should provide an understanding of fundamental principles of equity, diversity, and inclusion.
- Training at this level should provide readily accessible resources and FAQs.

### Level 2 – Face to face training

- For all members of appointments and/or RTP committees, as well as administrative support staff (secretaries and assistants) and Equity Assessors.

### Level 3 – Certification training

- For those charged with the responsibility of ensuring that equity and procedural practices have been carried out appropriately. These individuals should include: Equity Assessors, Deans, Dean's representatives and Heads/Committee Chairs.

The working group, through the course of its discussions, also acknowledged that there is a need for more specific considerations to address the concerns and challenges with respect to the under-representation and recruitment of Aboriginal peoples.

## Additional Tools

The working group wanted to highlight an upcoming initiative, through the Office of Human Rights, Equity and Accessibility, in the adoption of the Diversity and Equity Assessment and Planning (DEAP) Tool in 2016. The DEAP tool was developed by Queen's University for universities in assisting faculties and their departments to better understand working environments and climate relating to equity and diversity, and to assist units with developing and reporting on goals and timetables.

**University of Windsor  
Senate Governance Committee**

**4.3                    Folding Industrial and Manufacturing Systems Engineering into Mechanical,  
Automotive and Materials Engineering**

Item for:            **Approval**

Forwarded by:    **Office of the Provost and Vice-President, Academic**

**MOTION:            That Industrial and Manufacturing Systems Engineering be folded into Mechanical,  
Automotive and Materials Engineering.**

**Rationale:**

- IMSE as an AAU has only three faculty members in it, which is below critical mass. In a recent accreditation visit, the Canadian Engineering Accreditation Board noted this, and expects the issue to be addressed in a report to them by December 2016.
- With only three members, there is insufficient student advising within the Department; research funding has seen a huge drop; the curriculum committee has been unable to function for an extensive period; and the Department is unable to follow a number of Senate Bylaws regarding formation of committees, etc., because of the lack of critical mass.
- The Faculty of Engineering is absolutely committed to industrial engineering as a program. Two of the advertised SPF 50 hires this year are strategically aimed to boost strengths in industrial. Integrating industrial engineering into a larger AAU will create more robustness and stability, something that has been lacking in IMSE. It will also result in better use of Faculty resources, including space, technical staff, secretarial staff, and course offerings. Some of these benefits have already been seen with recently redeployed faculty members offering cross-listed courses available to both MAME and industrial students.
- In North America, many industrial or manufacturing engineering programs are offered through mechanical engineering departments – e.g., Toronto, Ryerson, Concordia, Iowa, Oregon State, Louisiana State, Northeastern, Calgary, UT-Austin, and others.
- The Provost and the Dean had face-to-face consultations with both AAUs and with undergraduate and graduate students in the industrial program to outline the proposed administrative restructuring.



**University of Windsor  
Senate Governance Committee**

\*4.4: **Academic Professional Eligibility List – Criteria for Approving Names**

Item for: **Approval**

Forwarded by: **University Secretariat**

**MOTION:** **That the University Secretariat be tasked to revise the list of eligible Academic Professional positions annually, as appropriate, as long as the positions added are equivalent to existing positions. Any positions outside of that will be forwarded to the Senate Governance Committee for approval.**

*\*The Academic Professional eligibility list was originally approved by the Senate Steering Committee on March 25, 2014.*

**Current Academic Professional Eligibility List**

**Student Success Centre**

Director

Advisors

Assistive Technologists/Disability Advisor

Learning Strategies/Disability Advisor

Student Development Specialist/Disability Advisor

Student Development Specialist – Student Disability Services

Student Development Specialist – Volunteer/Leadership Development

**Co-op, Career and Employment Services**

Manager, Co-operative Education

Manager, Career and Employment Services.

Co-op Program Development Co-ordinator

Career Development Coordinator

Co-op Coordinators

Career Consultant

Co-op Advisor

VIP Facilitator

Employment Development Coordinator

Employment Advisor

**International Students' Centre**

Director

International Student Advisor

Program Advisor, International Students

Administrator–International & Exchange Student Services

**Aboriginal Education Centre**

Team Leader, Aboriginal Education Centre

Aboriginal Outreach Coordinator

**Student Counselling Centre**

Psychologist, Clinical Director

Psychologists

### **Office of the Registrar**

Associate Registrar  
Manager Graduate & Professional Studies  
SIS Reporting and System Administrator

### **Student Awards and Financial Aid**

Director  
Financial Aid Administrator  
Awards Administrator

### **Student Recruitment Office**

Student Recruitment Officers  
Student Communication and Events Coordinator

### **Centre for English Language Development**

Director  
ESL Curriculum Coordinator Team Leader  
ESL Instructors

### **Office of the Vice-Provost Teaching & Learning**

Director, Open Learning  
Director, Teaching and Learning Development  
Director, Media/Educational Technologies  
Learning Specialists  
Learning Technologies Educational Consultant  
Teaching and Learning Research and Communications Coordinator

### **Office of the Provost and Vice-President, Academic**

Academic Initiatives Officer

### **Information Technology Services**

Executive Director  
Assistant Directors  
Manager, PMO and Web Services  
Manager, Systems Support  
Team Leader Operations  
Team Leader Client Services  
Team Leader Desktop & Server

### **Campus Services**

Executive Director

### **Athletics and Recreational Services**

Director  
Business Manager  
Associate Director  
Head Coach, Track and Field/Cross Country  
Head Coach, Women's Volleyball  
Head Coach, Women's Basketball  
Head Coach, Men's Basketball

### **Office of Human Rights, Equity and Accessibility**

Director  
Employment Equity and Human Rights Manager  
Accessibility and Human Rights Manager